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ABSTRACT

The third session of a 3-year annual summer Cultural and Creative Arts Program was held in 6 Monongalia County, West Virginia, schools for first-through sixth-grade pupils. Objectives were (1) the development of a sense of appreciation for the unique culture and resources characterizing the Appalachian region, (2) the development of a desire to explore and experiment rather than to duplicate externally imposed patterns and standards, and (3) the realization of success in terms of the unique personal satisfaction which results when children successfully move closer to the realization of their own potentials. The program was evaluated in terms of pupil reaction, pupil progress, and teacher effectiveness. Twelve activity rating scales, 3 for each of the 4 major areas (arts, music, drama, and dance), were constructed to provide pupil performance ratings; an adaptation of Osgood's Semantic Differential was used to detect changes in pupil attitudes. Significant improvement in pupil performance was found in 10 of 12 activity areas. While changes were found in pupil attitudes, changes in a positive direction were not indicated by pupil responses. Program area preferences as ranked by pupils during initial and final phases remained stable. A wide range was found to exist in respect to teacher effectiveness. An assessment of total findings indicated that the objectives were accomplished. (JH)

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EVALUATION OF THE CULTURAL AND CREATIVE ARTS PROGRAM IN MONONGALIA COUNTY

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(June 24 - July 26, 1968)

For
The Board of Education
Monongalia County

by

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September 1968

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INTRODUCTION

For the third consecutive summer the Monongalia County Schools conducted a Cultural and Creative Arts Program for elementary school pupils. The Program was in operation for a five week period beginning on Monday, June 24, 1968, and ending on Friday, July 26, 1968. The primary purpose of the Cultural and Creative Arts Program was to provide the children enrolled with an opportunity to explore the areas of art, music, drama, and dance in a stimulating, permissive, and relatively unstructured environment.

The enrollment procedure of the 1968 Cultural and Creative Arts Program was such that all of Monongalia County's first through sixth grade pupils were eligible for admission. Funding for the three-year Monongalia County Cultural and Creative Arts Program was obtained under the provisions in Title III of the Elementary and Secondary Education Act of 1965.

The specific objectives of the Cultural and Creative Arts Program were designed to meet some of the needs which appear to be particularly prevalent amongst Appalachian children. These are:

1. The development of a sense of appreciation for the unique culture and resources characterizing the Appalachian Region.

2. The development of a desire to explore and experiment in place of a desire to duplicate externally imposed patterns and standards.

3. The realization of success in terms of the unique personal satisfaction which can result only when children successfully move closer to the realization of their own potentials.

In compliance with the terms of the proposal which was presented to and approved by the Federal Government, the Monongalia County Board of Education made the following provisions for the conducting of the 1968 Monongalia County Cultural and Creative Arts Program:

1. The identification and preparation of six Monongalia County school buildings to house the Program. Those school buildings identified were: Waitman Barbe Elementary and Junior High School, Central Elementary School, Cheat Lake Junior High School, Osage Elementary and Junior High School, Clay-Battelle High School, and Sabraton Elementary and Junior High School.
2. The selection and acquisition of the appropriate materials and equipment to be utilized by teachers and pupils.
3. The acquisition of the services of the following highly qualified personnel to whom the responsibility for properly conducting the program was entrusted:
   a. Consultants from each of the four areas of the arts (art, music, drama, and dance) who would be responsible for determining specific operational goals and assisting in making the final selection of appropriate materials and equipment.
   b. Teachers who would provide the necessary inspiration, guidance, and technical aid required by pupils.
   c. Teacher-Aides who would provide aid and assistance as determined by the judgement of the respective teachers.

d. Supervisors from each of the four art areas who were to (1) make frequent observations of classes in order to ascertain that the goals of the Program were being met, and (2) provide aid to individual teachers as required.

e. Building coordinators who were to assume the general responsibility for scheduling pupils, planning and conducting fire drills, facilitating communication between program personnel within their own buildings, and attending to any unusual or emergency situation which might arise.

f. Custodians who were to assume the same responsibilities for maintaining the physical plants and equipment which they would normally assume during the regular school year.

g. Evaluation Specialists who were to evaluate selected aspects of the ongoing program and provide a written report of both the findings and the proximity of such findings to the expressed objectives of the program.

STATEMENT OF THE PROBLEM

The purpose of this study was to conduct an evaluation of the 1968 Monongalia County Cultural and Creative Arts Program. The following features of the program were expressly selected for evaluation:

1. Pupil reaction to program-relevant concepts in terms of positive-negative reactions.
2. Pupil progress in the specific creative and cultural activities

encompassed by the program.

3. Teacher effectiveness in terms of its contribution to the established goals of the program.

PROCEDURES

General Procedures

Through the employment of a random numbers table, a sample of 160 third-through-sixth grade pupils was drawn by the evaluation staff prior to the opening day of classes. While this initial sample group was far in excess of the percentage of pupils necessary for conducting a valid program evaluation, the number was believed necessary in view of the fact that many pupils who apply for admission in the late spring never actually appear at the Centers.

Pupils included within the sample group were tested and rated during the initial and final phases of the five-week Program. The measurement was to determine whether or not the pupils' participation in the Program activities influenced (1) their performance level in the specific Program activities, and (2) their attitudes towards various Program-relevant concepts.

Evaluation of the teaching at the 6 Cultural and Creative Arts Centers was based upon direct observation and inspection by the Evaluation Coordinator, Dr. David Puzzuoli, and his staff.

Instrumentation

The instruments employed for evaluation purposes during the 1968 session, were either specially constructed or adapted to meet the unique needs of the Monongalia County Cultural and Creative Arts Program.

Performance Measurement. A total of twelve Activity Rating Scales, 3 for each of the 4 major areas (art, music, drama, and dance), were constructed for the purpose of providing standard criteria for pupil performance ratings by individual teachers.

The scales were developed specifically for the Monongalia County Cultural and Creative Arts Program by Dr. Arthur N. Hofstetter and Dr. Leo Horacek. Drs. Hofstetter and Horacek were aided by a number of experts related to four major areas. Any distance on the scales found to exist between initial and final performance ratings by teachers were therefore assumed to indicate changes attributable to pupil participation in program activities.

Attitudinal Measurement. An appropriate adaptation of Osgood's Semantic Differential was developed and employed by members of the evaluation staff both during the beginning and final phases of the 1968 Cultural and Creative Arts Program. The purpose of the Semantic Differential was to detect any changes in pupil attitudes towards Program activities.

An effective Program would be expected to result in some measure of change in pupil attitude towards program-relevant concepts such as--"Folk Dancing" and "Paper and Paints." Conversely, concepts relevant to non-program experiences, such as "Pets at Home" and "Doing What Dad Said Not to Do," would be expected to remain essentially the same when measured during the initial and final Program phases.

REVIEW OF RELEVANT LITERATURE

Education is witnessing the appearance of an increasing number of publications, public-interest television programs, newspaper articles and editorials, and a wide variety of specially funded programs all concerned with new approaches for meeting the needs of youth.

It is hardly surprising that educators find little time to stop and survey that which research has indicated can be accomplished in classrooms. Within the category of that which research has discovered is evidence that creativity is not a special gift of a select few. Haelfe has stated, "Everyone is to some degree creative."[1] Hulbeck has defined creativity as "an inherent part of human existence"; it represents the sole means by which man is able to bridge the gap between himself and his environment and become whole.[2]

If, one may conclude that all individuals can engage in creative activity in some measure, education's concern would appear to be centered upon decreasing the distance between how creative individuals actually are, and how creative they might be. Stormer has expressed this as the difference between "willingness" and "ability" or the distance between the "will do" and the "can do", which can be spanned only by introducing the element of adequate motivation.[3] Bereiter and Engelmann, similarly aware of the need for proper motivational factors, have suggested that if freedom or an absence of structure were the sole requirement for the realization of maximum creative output, the socio-economically deprived child should be expected to surpass all others in creative productivity.[4] This, however, has not been found to be true.

In their recent text Individualizing Instruction in the Elementary School,

Thomas and Crescimbeni have stated:

> The teacher has to set the stage for children before they can express creativeness. A pupil who has talent cannot reveal it unless there is an opportunity for him to express himself where others can see his accomplishments. Many children do not know what they can do until they have worked with a variety of mediums and under different circumstances.[5]

The primary rationale for the placement of emphasis in the Cultural and Creative Arts Program upon the unique cultural features of Appalachia has been briefly but adequately expressed by Rhodes:

> The imposition of culture upon the child, without relating the culture to his inner substance, is forcing a foreign body into his being....He will only mobilize defenses against the culture in an attempt to neutralize its harsh, abrasive denials of what he is.[6]

Through the accepting and nurturing of the whole child - a product of both unique hereditary, environmental, and cultural factors - the planning of the Monongalia County Cultural and Creative Arts Program was thus dedicated to the attainment of both immediate and future goals and values.

Footnotes:

[1]W. Haelfe, Creativity and Innovation, (New York: Reinhold Publishing Corporation, 1962), p. 11.

[2]C. R. Hulbeck, "Psychoanalytic Thoughts on Creativity," American Journal of Psychoanalysis, 13:84-6, 1963.

[3]G. E. Stormer, "Creativity, Intellect, and the Identification of the Gifted," Illinois Elementary Principals Journal, May, 1966.

[4]Bereiter and Engelmann, Teaching Disadvantaged Children in the Preschool, (Engelwood Cliffs, New Jersey: Prentice-Hall, Inc., 1966), p. 62.

[5]I. Thomas and Crescimbeni, Individualizing Instruction in the Elementary School, (New York: Random House, 1967), p. 161.

[6]C. Rhodes, Behavioral Science Frontiers in Education, (Washington, D. C.: National Institute of Mental Health, 1967), p. 6.

PRESENTATION AND ANALYSIS OF DATA

This section is concerned with the actual findings obtained by evaluation staff personnel, and the implications therein regarding the effectiveness of the 1968 Monongalia County Cultural and Creative Arts Program in meeting the stated Program objectives. The findings and analyses will be divided into three sections, corresponding to the three features selected for examination by the evaluation staff: (1) Pupil Achievement in terms of performance in the twelve Cultural and Creative Arts Program activities, (2) Pupil Attitudes towards specific art forms featured in the Program, and (3) Teacher effectiveness in terms of behaviors and procedures deemed to be essential to the realization of the specific goals of the Program.

Pupil Achievement

Pupil Achievement in the twelve specific instructional areas was measured through the use of initial and final performance ratings of pupils in the sample group by their respective teachers. All teacher ratings were made on the Activity Rating Forms (see Appendix A).

While there are no established norms for instruments created exclusively for special programs, the presence of statistically significant differences between initial and final performance means may be assumed to be attributable to intervening variables. In this study, the assumption is that the intervening variables are the pupil experiences in the Monongalia County Cultural and Creative Arts Program.

The findings presented in Table I indicate that improvement in terms of pupil performance occurred in statistically significant measure (.05

TABLE I

SUMMARY OF PRE-AND POST-TEST MEANS AND t-VALUES OBTAINED FROM THE ACTIVITY RATING FORMS

Instructional Area		Test	N	Mean	S.D.	Derived t	Minimum t-value Required to be Significant at the .05 level* (2-tailed test)	Significant Difference
I	Creative Dance	Pre	62	42.34	25.02	10.37	1.98	Yes
		Post	56	90.04	25.26			
II	Folk Dance	Pre	63	31.49	15.16	8.00	1.98	Yes
		Post	69	49.33	7.85			
III	Exploratory Dance	Pre	28	53.89	31.49	3.83	2.01	Yes
		Post	21	90.38	33.29			
IV	Creative Dramatics	Pre	22	31.05	14.76	7.51	2.01	Yes
		Post	28	62.75	15.20			
V	Puppet Theatre	Pre	54	17.70	7.55	7.96	1.99	Yes
		Post	39	34.00	10.80			
VI	Children's Theatre	Pre	42	34.64	15.52	0.53	2.00	No
		Post	41	53.61	13.45			

TABLE I (cont'd)

VII	Creative Painting	Pre	105	27.72	25.31	7.49	1.96	Yes
		Post	105	47.82	10.49			
VIII	Creative Ceramics	Pre	27	29.04	8.15	10.64	1.98	Yes
		Post	96	49.19	10.10			
IX	Creative Crafts	Pre	52	27.37	7.88	13.81	1.97	Yes
		Post	100	52.07	14.44			
X	Appalachian Music	Pre	40	24.58	7.87	4.23	2.01	Yes
		Post	16	40.63	14.27			
XI	Mountain Music	Pre	52	21.50	10.72	0.96	1.98	No
		Post	60	47.50	17.53			
XII	Instrumental Music	Pre	51	15.00	7.78	8.99	1.98	Yes
		Post	73	39.21	20.81			
Cumulative Achievement		Pre	598	28.81	22.94	18.49	1.96	Yes
		Post	704	52.47	23.07			

*Based upon Table III of Fisher and Yates: Statistical Tables for Biological, Agricultural, and Medical Research, published by Oliver and Boyd LTD. Edinburgh as reproduced in abridged form in Popham, W. James, Educational Statistics. New York: Harper and Row, Publishers, 1967.

confidence level) in the following ten activities: (1) Creative Dance, (2) Folk Dance, (3) Exploratory Dance, (4) Creative Dramatics, (5) Puppet Theatre, (6) Creative Painting, (7) Creative Ceramics, (8) Creative Crafts, (9) Appalachian Music, and (10) Instrumental Music. In only two activity areas: (1) Children's Theatre, and (2) Mountain Music, did the level of improvement in performance fail to reach statistical significance at the .05 per cent level when subjected to a "t" test. Inspection of the initial and final performance means for these two activities appears to suggest some measure of change in a positive direction.

Pupil Attitudes

As feelings and attitudes cannot be measured and recorded with satisfactory objectivity on the basis of simple observation, Osgood's Semantic Differential was adapted for the purposes of: (1) eliciting these more elusive reactions, and (2) providing a means by which they can be quantified and thus subjected to objective statistical procedures. A reproduction of the adaptation of the Semantic Differential developed for the Monongalia County Cultural and Creative Arts Program is given in Appendix B.

It may be observed that the 9 concepts which sample pupils were asked to rate on a seven-point, positive-negative Likert Scale are of two types: (1) Program concepts, and (2) "Control" concepts. The concepts: (1) Listening to Instrumental Music, (2) Going to School, (3) Folk Dancing, (4) Acting, (5) Paper and Paints, (6) Creative Dancing, and (7) Singing with Others are related to Program experiences. These 7 concepts may be expected to undergo some measure of change during the period between the initial and final testing. Conversely, the two "control" concepts: (1) Doing What Dad Said Not To Do, and

(2) Pets at Home would be expected to remain essentially the same. The relative consistency of reactions to the control items provides a kind of "check" on the validity of changes which might be found to occur in reactions to the other items.

By referring to Table II, changes which occurred during the intervening pre-to-post-test period may be found by comparing the figures in the Pre-D and Post-D columns for each pair of concepts. D is representative of the homogeneity-heterogeneity factor. A low D value indicates that two paired-concepts are close to each other in terms of "goodness" or "badness" as percieved by the individual pupil. Likewise, a high D value would indicate that two paired-concepts have essentially opposite meanings to the individual. To illustrate, if one compares the Pre-D value for the concept pair "Doing what Dad Said Not to Do - Creative Dancing," (5.02) with the Post-D value for the same pair (4.17), one can arrive at two conclusions: (1) the two concepts have very different meanings in terms of the positive-negative feelings they elicit and (2) while they are still far apart in meaning at the time of final measurement, they are, nevertheless, not quite so widely separated as they were initially. In contrast, the two concepts "Listening to Instrumental Music - Folk Dancing" can be seen to have been relatively close together in meaning at the time of the initial testing with a D value of 0.84 but are found to be closer in meaning at the time of final testing with a D value of 0.54.

In examining Table III, it becomes apparent that pupil preferences in respect to Program instructional areas remained constant during the pre-test to the post-test period. At the beginning and at the end of the Cultural and Creative Arts Program, "Paper and Paints" was ranked first, "Going to School"

TABLE II

PRE- AND POST-D VALUES FOR THE NINE CONCEPTS MEASURED IN THE MONONGALIA COUNTY CULTURAL AND CREATIVE ARTS PROGRAM

Concept Couplets	Pre-D*	Post-D*
Listening to Instrumental Music-Going to School	2.22	1.74
Listening to Instrumental Music-Pets at Home	2.57	2.07
Listening to Instrumental Music-Folk Dancing	0.84	0.54
Listening to Instrumental Music-Acting	1.38	0.90
Listening to Instrumental Music-Paper and Paints	1.87	1.44
Listening to Instrumental Music-Doing What Dad Said Not To Do	5.92	5.50
Listening to Instrumental Music-Creative Dancing	1.43	1.43
Listening to Instrumental Music-Singing With Others	1.78	1.31
Going to School-Pets at Home	3.26	3.56
Going to School-Folk Dancing	1.65	1.77
Going to School-Acting	2.07	2.00
Going to School-Paper and Paints	2.60	2.93
Going to School-Doing What Dad Said Not To Do	4.57	3.98
Going to School-Creative Dancing	0.88	0.85
Going to School-Singing With Others	2.10	2.61
Pets at Home-Folk Dancing	2.15	2.00
Pets at Home-Acting	1.60	1.68
Pets at Home-Paper and Paints	0.76	0.80
Pets at Home-Doing What Dad Said Not To Do	7.71	7.38
Pets at Home-Creative Dancing	2.81	3.28
Pets at Home-Singing With Others	1.27	1.06

TABLE II (cont'd)

Concept Couplets	Pre-D*	Post-D*
Folk Dancing-Acting	0.79	0.69
Folk Dancing-Paper and Paints	1.40	1.37
Folk Dancing-Doing What Dad Said Not To Do	5.83	5.48
Folk Dancing-Creative Dancing	0.89	1.38
Folk Dancing-Singing With Others	1.17	1.20
Acting-Paper and Paints	0.97	1.24
Acting-Doing What Dad Said Not To Do	6.37	5.74
Acting-Creative Dancing	1.44	1.65
Acting-Singing With Others	0.99	0.94
Paper and Paints-Doing What Dad Said Not To Do	7.03	6.75
Paper and Paints-Creative Dancing	2.09	2.69
Paper and Paints-Singing With Others	0.66	0.62
Doing What Dad Said Not To Do-Creative Dancing	5.02	4.17
Doing What Dad Said Not To Do-Singing With Others	6.57	6.47
Creative Dancing-Singing With Others	1.72	2.44

*D is a measure of homogeneity and degree of rating. A low value of D indicates a high degree of correlation. The lower the value of D in relation to two concepts, the closer the concepts are in meaning to the observer.

and Creative Dancing" were ranked last, and the concepts "Listening to Instrumental Music," "Folk Dancing," "Acting," and "Singing with Others" were all ranked at the same mid-level point.

TABLE III

CULTURAL AND CREATIVE ARTS PROGRAM
INSTRUCTIONAL AREA PREFERENCE AT THE
BEGINNING AND AT THE END OF THE PROGRAM

Instructional Area	Initial I*	Initial Rank	Final I*	Final Rank
Listening to Instrumental Music	0.80	3.5	0.80	3.5
Going to School	0.70	6.5	0.70	6.5
Folk Dancing	0.80	3.5	0.80	3.5
Acting	0.80	3.5	0.80	3.5
Paper and Paints	0.90	1.0	0.90	1.0
Creative Dancing	0.70	6.5	0.70	6.5
Singing With Others	0.80	3.5	0.80	3.5

*I= $\frac{\text{the mean of the ratings}}{\text{the highest possible rating}}$

When the couplets are arranged on the basis of D values.

Teacher Effectiveness

Whether one is concerned with the outcomes of a regular school program or with one of a special nature such as the Cultural and Creative Arts Program, teacher effectiveness emerges as a primary requisite for success.

The evaluation of teaching at the six 1968 Program Centers was based upon direct observations of the ongoing program by the evaluation staff of Educational Research and Field Services, West Virginia University.

Teacher effectiveness in each of the Program classrooms was rated by the observers in terms of the following twelve criteria (see Appendix C): (1) Keeps children at a high standard of work, (2) Keeps children interested, (3) Appears to have adequate preparation in the specific teaching area, (4) Provides adequately for the development of skills, (5) Has adequately prepared for the day's work, (6) Has time to aid individual students during class period, (7) Devotes time to group planning, (8) Has ability to develop an interest in the aesthetic aspect of culture, (9) Allows or permits self-expression or exploration by the children, (10) Provides a wide variety of experiences to meet different individual as well as group purposes or goals, (11) Uses and demonstrates the community's cultural resources, (12) Recognizes and utilizes learning opportunities.

The findings, based upon observations by the evaluation staff members, are presented in Table IV. Although mean ratings of teacher effectiveness are generally the primary concern when final results are considered, the evaluators of this program are of the opinion that the extreme ranges in the rated teacher effectiveness warrant equal consideration. The criteria employed in rating the effectiveness of the teachers in this program are such that no extremely low ratings (i.e., 1, 2, or 3) should necessarily be found.

The criteria found to have the highest mean rating was "Uses and demonstrates the community's cultural resources." Two criteria were found to have the lowest mean rating. They were: "Keeps children at a high standard of work" and "Keeps children interested."

TABLE IV

TEACHER EFFECTIVENESS AS OBSERVED BY EVALUATION STAFF MEMBERS

Criteria	Mean Rating	Range of Individual Teacher Ratings
1. Keeps children at a high standard of work.	7.68	1-10
2. Keeps children interested.	7.68	1-10
3. Appears to have adequate preparation in the specific teaching area.	8.72	3-10
4. Provides adequately for the development of skills.	8.44	1-10
5. Has adequately prepared for the day's work.	8.60	1-10
6. Has time to aid individual students during class period.	7.82	1-10
7. Devotes time to group planning.	8.19	1-10
8. Has ability to develop an interest in the aesthetic aspect of culture.	7.83	1-10
9. Allows or permits self-expression or exploration by the children.	8.04	2-10
10. Provides a wide variety of experiences to meet different individual as well as group purposes or goals.	8.00	2-10
11. Uses and demonstrates the community's cultural resources.	9.10	2-9
12. Recognizes and utilizes learning opportunities.	7.80	2-10

SUMMARY AND RECOMMENDATIONS

Summary

1. Statistically significant improvement in pupil performance was found to have occurred in 10 of the 12 Cultural and Creative Arts Program Activity Areas, as indicated by teachers' ratings.

2. While changes were found to have occurred in pupil-attitudes towards Program-related concepts, changes in a positive direction are not indicated by pupil-responses. This is evidenced by the declining D value associated with "Doing What Dad Said Not To Do" in the Semantic Differential.

3. Program area preferences as ranked by sample pupils during the initial and final phases of the Cultural and Creative Arts Program remained stable.

4. A wide range was found to exist in respect to teacher-effectiveness. This conclusion was based upon direct observations of the ongoing Program in each of the classrooms at the six Cultural and Creative Arts Centers.

5. An assessment of the total findings by evaluation personnel has indicated that the objectives of the 1968 Monongalia County Cultural and Creative Arts Program were accomplished.

Recommendations

1. It is recommended that a closer observance of teacher-pupil ratio be maintained. The teacher-pupil ratio should be related to the Program components rather than to mechanical scheduling procedures, as was observed in some classrooms.

2. It is recommended that pupils be given an opportunity to explore, in depth, a single component of the total curriculum. It was found that too

often the students activities centered about the "bell" rather than his/her interests.

3. It is recommended that the method of selection of teachers in the program be reviewed. The variability in the evaluation of teacher effectiveness should be diminished.

4. It is recommended that the in-service program of the Cultural and Creative Arts Program be more specific in aiding the teacher to become more effective in implementing innovations in the classroom. This recommendation is not to be interpreted, however, to mean that the teachers are presented "canned" lessons for their classroom activities.

5. It is recommended that closer working relationships be established between respective supervisors and the teachers in the classrooms.

6. It is recommended that the building coordinators' role be defined in curricular terms rather than in terms of the mechanical aspects of "keeping school."

7. It is recommended that the Monongalia County Cultural and Creative Arts Program be continued. It is only through these kinds of activities that schools can hope to achieve an equal-educational program for all children.

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Appendix A

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CHILDREN'S THEATRE (grades 4-6)

In order that the testing instruments reflect objective data and are free of bias, the following instructions are to be followed explicitly by all testing personnel.

The tester will be responsible for filling in the proper name, age, and days present in this activity on the test form.

The tester will be responsible for making a judgment of the child's position on the rating scale provided for each item on this test form. The range of the scale will be interpreted as follows: A rating of one (1) is to be used to denote that No Achievement has occurred and a rating of ten (10) is to be interpreted to mean that the child has achieved that which would be expected of the average students of this age or grade at the end of the five weeks period. Numbers one (1) and ten (10) represent the extremes of the range of the rating scale, the tester will circle the number on the scale that coincides with the tester's judgment of each of the items on the test form as they relate to each child.

Name_____ Age_____

Days present in this activity_____

1. 1 2 3 4 5 6 7 8 9 10 Vocal skills in drama
2. 1 2 3 4 5 6 7 8 9 10 Action and body skills in drama
3. 1 2 3 4 5 6 7 8 9 10 Ability to express emotion
4. 1 2 3 4 5 6 7 8 9 10 Ability to express character
5. 1 2 3 4 5 6 7 8 9 10 Ability to express idea
6. 1 2 3 4 5 6 7 8 9 10 Ability to concentrate and maintain role
7. 1 2 3 4 5 6 7 8 9 10 Enthusiasm for dramatic activity

PUPPET THEATRE (grades 4-6)

In order that the testing instruments reflect objective data and are free of bias, the following instructions are to be followed explicitly by all testing personnel.

The tester will be responsible for filling in the proper name, age, and days present in this activity on the test form.

The tester will be responsible for making a judgment of the child's position on the rating scale provided for each item on this test form. The range of the scale will be interpreted as follows: A rating of one (1) is to be used to denote that No Achievement has occurred and a rating of ten (10) is to be interpreted to mean that the child has achieved that which would be expected of the average students of this age or grade at the end of the five weeks period. Numbers one (1) and ten (10) represent the extremes of the range of the rating scale, the tester will circle the number on the scale that coincides with the tester's judgment of each of the items on the test form as they relate to each child.

Name_____ Age_____

Days present in this activity_____

1.	1 2 3 4 5 6 7 8 9 10	Creativity and imagination in making puppets
2.	1 2 3 4 5 6 7 8 9 10	Skill or craft in making puppets
3.	1 2 3 4 5 6 7 8 9 10	Ability to contribute cooperatively to production activities
4.	1 2 3 4 5 6 7 8 9 10	Ability to act and communicate with puppet
5.	1 2 3 4 5 6 7 8 9 10	Ability to improvise on story idea
6.	1 2 3 4 5 6 7 8 9 10	Ability to fit puppet character in story or dramatic situation

EXPLORATORY DANCE (grades 1-3)

In order that the testing instruments reflect objective data and are free of bias, the following instructions are to be followed explicitly by all testing personnel.

The tester will be responsible for filling in the proper name, age, and days present in this activity on the test form.

The tester will be responsible for making a judgment of the child's position on the rating scale provided for each item on this test form. The range of the scale will be interpreted as follows: A rating of one (1) is to be used to denote that No Achievement has occurred and a rating of ten (10) is to be interpreted to mean that the child has achieved that which would be expected of the average students of this age or grade at the end of the five weeks period. Numbers one (1) and ten (10) represent the extremes of the range of the rating scale, the tester will circle the number on the scale that coincides with the tester's judgment of each of the items on the test form as they relate to each child.

Name_____ Age_____

Days present in this activity_____

1.	1 2 3 4 5 6 7 8 9 10	Strength and Endurance
2.	1 2 3 4 5 6 7 8 9 10	Bodily control
3.	1 2 3 4 5 6 7 8 9 10	Variety of movement
4.	1 2 3 4 5 6 7 8 9 10	Fluency of movement
5.	1 2 3 4 5 6 7 8 9 10	Ability to use vocabulary of movement terms
6.	1 2 3 4 5 6 7 8 9 10	Ability to interpret emotion in dance
7.	1 2 3 4 5 6 7 8 9 10	Ability to interpret character in dance
8.	1 2 3 4 5 6 7 8 9 10	Ability to interpret ideas in dance
9.	1 2 3 4 5 6 7 8 9 10	Ability to communicate and project through dance
10.	1 2 3 4 5 6 7 8 9 10	Ingenuity, inventiveness and creativity in dance
11.	1 2 3 4 5 6 7 8 9 10	Extent to which applies self in dance activities
12.	1 2 3 4 5 6 7 8 9 10	Ability to perform rhythmically
13.	1 2 3 4 5 6 7 8 9 10	Joy in movement

CREATIVE DANCE (grades 4-6)

In order that the testing instruments reflect objective data and are free of bias, the following instructions are to be followed explicitly by all testing personnel.

The tester will be responsible for filling in the proper name, age, and days present in this activity on the test form.

The tester will be responsible for making a judgment of the child's position on the rating scale provided for each item on this test form. The range of the scale will be interpreted as follows: A rating of one (1) is to be used to denote that No Achievement has occurred and a rating of ten (10) is to be interpreted to mean that the child has achieved that which would be expected of the average students of this age or grade at the end of the five weeks period. Numbers one (1) and ten (10) represent the extremes of the range of the rating scale, the tester will circle the number on the scale that coincides with the tester's judgment of each of the items on the test form as they relate to each child.

Name_____ Age_____

Days present in this activity_____

1.	1 2 3 4 5 6 7 8 9 10	Strength and Endurance
2.	1 2 3 4 5 6 7 8 9 10	Bodily control
3.	1 2 3 4 5 6 7 8 9 10	Variety of movement
4.	1 2 3 4 5 6 7 8 9 10	Fluency of movement
5.	1 2 3 4 5 6 7 8 9 10	Ability to use vocabulary of movement terms
6.	1 2 3 4 5 6 7 8 9 10	Ability to interpret emotion in dance
7.	1 2 3 4 5 6 7 8 9 10	Ability to interpret character in dance
8.	1 2 3 4 5 6 7 8 9 10	Ability to interpret ideas in dance
9.	1 2 3 4 5 6 7 8 9 10	Ability to communicate and project through dance
10.	1 2 3 4 5 6 7 8 9 10	Ingenuity, inventiveness and creativity in dance
11.	1 2 3 4 5 6 7 8 9 10	Extent to which applies self in dance activities
12.	1 2 3 4 5 6 7 8 9 10	Ability to perform rhythmically
13.	1 2 3 4 5 6 7 8 9 10	Joy in movement

CREATIVE PAINTING (grades 1-6)

In order that the testing instruments reflect objective data and are free of bias, the following instructions are to be followed explicitly by all testing personnel.

The tester will be responsible for filling in the proper name, age, and days present in this activity on the test form.

The tester will be responsible for making a judgment of the child's position on the rating scale provided for each item on this test form. The range of the scale will be interpreted as follows: A rating of one (1) is to be used to denote that No Achievement has occurred and a rating of ten (10) is to be interpreted to mean that the child has achieved that which would be expected of the average students of this age or grade at the end of the five weeks period. Numbers one (1) and ten (10) represent the extremes of the range of the rating scale, the tester will circle the number on the scale that coincides with the tester's judgment of each of the items on the test form as they relate to each child.

Name_____ Age_____

Days present in this activity_____

1.	1 2 3 4 5 6 7 8 9 10	Sensitiveness to creative stimulation
2.	1 2 3 4 5 6 7 8 9 10	Originality and ingenuity of design in creative work
3.	1 2 3 4 5 6 7 8 9 10	Ability to make good design in creative work
4.	1 2 3 4 5 6 7 8 9 10	Ability to work with others in group project
5.	1 2 3 4 5 6 7 8 9 10	Awareness of visual aspects of nature
6.	1 2 3 4 5 6 7 8 9 10	Enthusiasm for artistic activity

CREATIVE CERAMICS (grades 1-6)

In order that the testing instruments reflect objective data and are free of bias, the following instructions are to be followed explicitly by all testing personnel.

The tester will be responsible for filling in the proper name, age, and days present in this activity on the test form.

The tester will be responsible for making a judgment of the child's position on the rating scale provided for each item on this test form. The range of the scale will be interpreted as follows: A rating of one (1) is to be used to denote that No Achievement has occurred and a rating of ten (10) is to be interpreted to mean that the child has achieved that which would be expected of the average students of this age or grade at the end of the five weeks period. Numbers one (1) and ten (10) represent the extremes of the range of the rating scale, the tester will circle the number on the scale that coincides with the tester's judgment of each of the items on the test form as they relate to each child.

Name_____ Age_____

Days present in this activity_____

1.	1 2 3 4 5 6 7 8 9 10	Manual dexterity
2.	1 2 3 4 5 6 7 8 9 10	Ability to create good design and decoration in ceramics
3.	1 2 3 4 5 6 7 8 9 10	Originality and ingenuity of design in ceramics
4.	1 2 3 4 5 6 7 8 9 10	Skill and workmanship in modeling
5.	1 2 3 4 5 6 7 8 9 10	Ability to complete projects
6.	1 2 3 4 5 6 7 8 9 10	Enthusiasm for artistic activity

CREATIVE DRAMATICS (grades 1-3)

In order that the testing instruments reflect objective data and are free of bias, the following instructions are to be followed explicitly by all testing personnel.

The tester will be responsible for filling in the proper name, age, and days present in this activity on the test form.

The tester will be responsible for making a judgment of the child's position on the rating scale provided for each item on this test form. The range of the scale will be interpreted as follows: A rating of one (1) is to be used to denote that No Achievement has occurred and a rating of ten (10) is to be interpreted to mean that the child has achieved that which would be expected of the average students of this age or grade at the end of the five weeks period. Numbers one (1) and ten (10) represent the extremes of the range of the rating scale, the tester will circle the number on the scale that coincides with the tester's judgment of each of the items on the test form as they relate to each child.

Name_____ Age_____

Days present in this activity_____

1.	1 2 3 4 5 6 7 8 9 10	Sensitivity to creative stimulation
2.	1 2 3 4 5 6 7 8 9 10	Extent to which he applied himself in creative activities
3.	1 2 3 4 5 6 7 8 9 10	Eagerness to take part
4.	1 2 3 4 5 6 7 8 9 10	Ability to contribute to group activities
5.	1 2 3 4 5 6 7 8 9 10	Expressive abilities and attitudes in dramatic activity
6.	1 2 3 4 5 6 7 8 9 10	Ingenuity, inventiveness and creativity in dramatic activity
7.	1 2 3 4 5 6 7 8 9 10	Self-assurance
8.	1 2 3 4 5 6 7 8 9 10	Ability to communicate

FOLK DANCE (grades 4-6)

In order that the testing instruments reflect objective data and are free of bias, the following instructions are to be followed explicitly by all testing personnel.

The tester will be responsible for filling in the proper name, age, and days present in this activity on the test form.

The tester will be responsible for placing the appropriate number in the blank spaces for items 1, 2, and 3.

Items four (4) through nine (9) require that the tester make a judgement of the child's position on the rating scale provided for each item. The range of the scale will be interpreted as follows: A rating of one (1) is to be used to denote that No Achievement has occurred and a rating of ten (10) is to be interpreted to mean that the child has achieved that which would be expected of the average students of this age or grade at the end of the five week period. Numbers one (1) and ten (10) represent the extremes of the range of the rating scale, the tester will circle the number on the scale that coincides with the tester's judgement of items four (4) through nine (9) as they relate to each child.

Name _____ Age _____

Days present in this activity _____

1. _____ Number of singing-games learned

2. _____ Numbers of folk dance step-patterns learned

3. _____ Numbers of folk dances learned

4. 1 2 3 4 5 6 7 8 9 10 Ability to move

5. 1 2 3 4 5 6 7 8 9 10 Sensitivity to rhythmic structure of music

6. 1 2 3 4 5 6 7 8 9 10 Ability to follow folk-dance calls

7. 1 2 3 4 5 6 7 8 9 10 Freedom and efficiency of movement

8. 1 2 3 4 5 6 7 8 9 10 Strength and endurance

9. 1 2 3 4 5 6 7 8 9 10 Enjoyment of folk dance

APPALACHIAN MUSIC FOR YOUNG PEOPLE (grades 1-3)

In order that the testing instruments reflect objective data and are free of bias, the following instructions are to be followed explicitly by all testing personnel.

The tester will be responsible for filling in the proper name, age, and days present in this activity on the test form.

The tester will be responsible for placing the appropriate number in the blank spaces for items 1, 2, and 3.

Items four (4) through nine (9) require that the tester make a judgment of the child's position on the rating scale provided for each item. The range of the scale will be interpreted as follows: A rating of one (1) is to be used to denote that No Achievement has occurred and a rating of ten (10) is to be interpreted to mean that the child has achieved that which would be expected of the average students of this age or grade at the end of the five week period. Numbers one (1) and ten (10) represent the extremes of the range of the rating scale, the tester will circle the number on the scale that coincides with the tester's judgment of items four (4) through nine (9) as they relate to each child.

Name _____ Age _____

Days present in this activity _____

1. _____ Numbers of songs learned
2. _____ Number of dances or singing games learned
3. _____ Instrumental skills learned
4. 1 2 3 4 5 6 7 8 9 10 Singing ability
5. 1 2 3 4 5 6 7 8 9 10 Ability to sing in tune and style with others
6. 1 2 3 4 5 6 7 8 9 10 Ability to sing expressively
7. 1 2 3 4 5 6 7 8 9 10 Ability to sing rhythmically
8. 1 2 3 4 5 6 7 8 9 10 Ability to perform on instruments with group
9. 1 2 3 4 5 6 7 8 9 10 Interest in music

EXPLORING MOUNTAIN MUSIC (grades 4-6)

In order that the testing instruments reflect objective data and are free of bias, the following instructions are to be followed explicitly by all testing personnel.

The tester will be responsible for filling in the proper name, age, and days present in this activity on the test form.

The tester will be responsible for placing the appropriate number in the blank spaces for items 1, 2, and 3.

Items four (4) through ten (10) require that the tester make a judgment of the child's position on the rating scale provided for each item. The range of the scale will be interpreted as follows: A rating of one (1) is to be used to denote that No Achievement has occurred and a rating of ten (10) is to be interpreted to mean that the child has achieved that which would be expected of the average students of this age or grade at the end of the five weeks period. Numbers one (1) and ten (10) represent the extremes of range of the rating scale, the tester will circle the number on the scale that coincides with the tester's judgment of items four (4) through ten (10) as they relate to each child.

Name _____ Age _____

Days present in this activity _____

1. _____ Numbers of songs learned
2. _____ Numbers of chords learned
3. _____ Numbers of rhythmic accompaniment patterns learned
4. 1 2 3 4 5 6 7 8 9 10 Skill in adopting techniques to pieces of music
5. 1 2 3 4 5 6 7 8 9 10 Ability to perform with appropriate style
6. 1 2 3 4 5 6 7 8 9 10 Ability to sing expressively
7. 1 2 3 4 5 6 7 8 9 10 Ability to contribute to group singing
8. 1 2 3 4 5 6 7 8 9 10 Ability to accompany others
9. 1 2 3 4 5 6 7 8 9 10 Dexterity, coordination, facility
10. 1 2 3 4 5 6 7 8 9 10 Ability to maintain continuity through piece of music

EXPLORING INSTRUMENTAL MUSIC (grades 4-6)

In order that the testing instruments reflect objective data and are free of bias, the following instructions are to be followed explicitly by all testing personnel.

The tester will be responsible for filling in the proper name, age, and days present in this activity on the test form.

The tester will be responsible for placing the appropriate number in the blank space for item one (1).

Items two (2) and four (4) require that the tester make a judgment of the child's position on the rating scale provided for each item. The range of the scale will be interpreted as follows: A rating of one (1) is to be used to denote that No Achievement has occurred and a rating of ten (10) is to be interpreted to mean that the child has achieved that which would be expected of the average students of this age or grade at the end of the five weeks period. Numbers one (1) and ten (10) represent the extremes of the range of the rating scale, the tester will circle the number on the scale that coincides with the tester's judgment of items two (2) and four (4) as they relate to each child.

Item three (3) also requires that the tester make a judgment. The rating scale of item three (3) will be interpreted as follows: A rating of one (1) denotes a very low display of interest and a rating of ten (10) is to denote a very high display of interest by the child. The tester will circle the number on the rating scale that represents the tester's judgment of the child's interest.

Name _____ Age _____

Days present in this activity _____

1. _____ Number of instruments explored

2. Achievement on each:

1 2 3 4 5 6 7 8 9 10	Trumpet
1 2 3 4 5 6 7 8 9 10	Clarinet
1 2 3 4 5 6 7 8 9 10	Trombone
1 2 3 4 5 6 7 8 9 10	Flute
1 2 3 4 5 6 7 8 9 10	Violin
1 2 3 4 5 6 7 8 9 10	Cello
1 2 3 4 5 6 7 8 9 10	Drum

3. 1 2 3 4 5 6 7 8 9 10 Degree of interest in most-liked instrument

4. 1 2 3 4 5 6 7 8 9 10 Dexterity, coordination, facility

CREATIVE CRAFTS (grades 1-6)

In order that the testing instruments reflect objective data and are free from bias, the following instructions are to be followed explicitly by all testing personnel.

The tester will be responsible for filling in the proper name, age, and days present in this acitivity on the test form.

The tester will be responsible for placing the appropriate number in the blank space for item one (1).

The tester will be responsible for writing in the crafts in which the child has had instruction and to circle the number on the scale that coincides with the tester's judgment of each of the crafts as they relate to each child. The rating scale is to be interpreted as explained in the following paragraph.

Items three (3) through six (6) require that the tester make a judgment of the child's position on the rating scale provided for each item. The range of the scale will be interpreted as follows: A rating of one (1) is to be used to denote that No Achievement has occurred and a rating of ten (10) is to be interpreted to mean that the child has achieved that which would be expected of the average students of this age or grade at the end of the five weeks period. Numbers one (1) and ten (10) represent the extremes of the range of the rating scale, the tester will circle the number on the scale that coincides with the tester's judgment of items three (3) through six (6) as they relate to each child.

Name _____ Age _____

Days present in this activity _____

1. _____ Number of crafts participated in.

2. Mastery of techniques in each craft. (Write in and scale each craft below.)

a. _____ 1 2 3 4 5 6 7 8 9 10
b. _____ 1 2 3 4 5 6 7 8 9 10
c. _____ 1 2 3 4 5 6 7 8 9 10
d. _____ 1 2 3 4 5 6 7 8 9 10
e. _____ 1 2 3 4 5 6 7 8 9 10
f. _____ 1 2 3 4 5 6 7 8 9 10
e. _____ 1 2 3 4 5 6 7 8 9 10

3. 1 2 3 4 5 6 7 8 9 10 Manual dexterity

4. 1 2 3 4 5 6 7 8 9 10 Use of color and design in craft projects

5. 1 2 3 4 5 6 7 8 9 10 Ability to complete projects

6. 1 2 3 4 5 6 7 8 9 10 Enthusiasm for craft activities

Appendix B

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Center _____

Name _____

Grade _____

School _____

I. LISTENING TO INSTRUMENTAL MUSIC

beautiful	___:___:___:___:___:___:___:___	ugly
good	___:___:___:___:___:___:___:___	bad
happy	___:___:___:___:___:___:___:___	sad
nice	___:___:___:___:___:___:___:___	awful
exciting	___:___:___:___:___:___:___:___	dull
fair	___:___:___:___:___:___:___:___	unfair
familiar	___:___:___:___:___:___:___:___	strange

II. GOING TO SCHOOL

beautiful	___:___:___:___:___:___:___:___	ugly
good	___:___:___:___:___:___:___:___	bad
happy	___:___:___:___:___:___:___:___	sad
nice	___:___:___:___:___:___:___:___	awful
exciting	___:___:___:___:___:___:___:___	dull
fair	___:___:___:___:___:___:___:___	unfair
familiar	___:___:___:___:___:___:___:___	strange

Center _____

Name _____

Grade _____

School _____

III. PETS AT HOME

beautiful	___:___:___:___:___:___:___:___	ugly
good	___:___:___:___:___:___:___:___	bad
happy	___:___:___:___:___:___:___:___	sad
nice	___:___:___:___:___:___:___:___	awful
exciting	___:___:___:___:___:___:___:___	dull
fair	___:___:___:___:___:___:___:___	unfair
familiar	___:___:___:___:___:___:___:___	strange

IV. FOLK DANCING

beautiful	___:___:___:___:___:___:___:___	ugly
good	___:___:___:___:___:___:___:___	bad
happy	___:___:___:___:___:___:___:___	sad
nice	___:___:___:___:___:___:___:___	awful
exciting	___:___:___:___:___:___:___:___	dull
fair	___:___:___:___:___:___:___:___	unfair
familiar	___:___:___:___:___:___:___:___	strange

Center _____

Name _____

Grade _____

School _____

V. ACTING

beautiful	___:___:___:___:___:___:___:___	ugly
good	___:___:___:___:___:___:___:___	bad
happy	___:___:___:___:___:___:___:___	sad
nice	___:___:___:___:___:___:___:___	awful
exciting	___:___:___:___:___:___:___:___	dull
fair	___:___:___:___:___:___:___:___	unfair
familiar	___:___:___:___:___:___:___:___	strange

VI. PAPER AND PAINTS

beautiful	___:___:___:___:___:___:___:___	ugly
good	___:___:___:___:___:___:___:___	bad
happy	___:___:___:___:___:___:___:___	sad
nice	___:___:___:___:___:___:___:___	awful
exciting	___:___:___:___:___:___:___:___	dull
fair	___:___:___:___:___:___:___:___	unfair
familiar	___:___:___:___:___:___:___:___	strange

Center _____

Name _____

Grade _____

School _____

VII. DOING WHAT DAD SAID NOT TO DO

beautiful	___:___:___:___:___:___:___:___	ugly
good	___:___:___:___:___:___:___:___	bad
happy	___:___:___:___:___:___:___:___	sad
nice	___:___:___:___:___:___:___:___	awful
exciting	___:___:___:___:___:___:___:___	dull
fair	___:___:___:___:___:___:___:___	unfair
familiar	___:___:___:___:___:___:___:___	strange

VIII. CREATIVE DANCING

beautiful	___:___:___:___:___:___:___:___	ugly
good	___:___:___:___:___:___:___:___	bad
happy	___:___:___:___:___:___:___:___	sad
nice	___:___:___:___:___:___:___:___	awful
exciting	___:___:___:___:___:___:___:___	dull
fair	___:___:___:___:___:___:___:___	unfair
familiar	___:___:___:___:___:___:___:___	strange

Center _____

Name _____

Grade _____

School _____

IX. SINGING WITH OTHERS

beautiful	___:___:___:___:___:___:___:___	ugly
good	___:___:___:___:___:___:___:___	bad
happy	___:___:___:___:___:___:___:___	sad
nice	___:___:___:___:___:___:___:___	awful
exciting	___:___:___:___:___:___:___:___	dull
fair	___:___:___:___:___:___:___:___	unfair
familiar	___:___:___:___:___:___:___:___	strange

Appendix C

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EVALUATION OF TEACHER EFFECTIVENESS

_____ (Name of Teacher)

_____ (Name of Center)

This form is to be used by the supervisor for purposes of evaluation of the teachers in the Creative and Cultural Arts Program for the Monongalia County Schools.

In marking the record, estimate the rating for the quality or ability listed and place an "X" in the proper position on the graduated scale following the individual statements.

I. Teacher

1. Keeps children at a high standard of work. __:__:__:__:__:__:__:__:__ low high

2. Keeps children interested. __:__:__:__:__:__:__:__:__

3. Appears to have adequate preparation in the specific teaching area. __:__:__:__:__:__:__:__:__

4. Provides adequately for the development of skills. __:__:__:__:__:__:__:__:__

5. Has adequately prepared for the day's work. __:__:__:__:__:__:__:__:__

6. Has time to aid individual students during class period. __:__:__:__:__:__:__:__:__

7. Devotes time to group planning. __:__:__:__:__:__:__:__:__

8. Has ability to develop an interest in the aesthetic aspect of culture. __:__:__:__:__:__:__:__:__

9. Allows or permits self-expression or exploration by the children. __:__:__:__:__:__:__:__:__

10. Provides a wide variety of experiences to meet different individual as well as group purposes or goals. __:__:__:__:__:__:__:__:__

11. Uses and demonstrates the community's cultural resources. __:__:__:__:__:__:__:__:__

12. Recognizes and utilizes learning opportunities. __:__:__:__:__:__:__:__:__

COMMENTS: (Strengths and Weaknesses)